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ABSTRACT

This module is part of a competency-based staff development training package which presents a systematic approach to guidance, counseling, and placement. This package gives an overview of several ways of assessing one's own guidance program. On completion of the readings and activities of this module, the reader will understand why a current program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained. (SJL)

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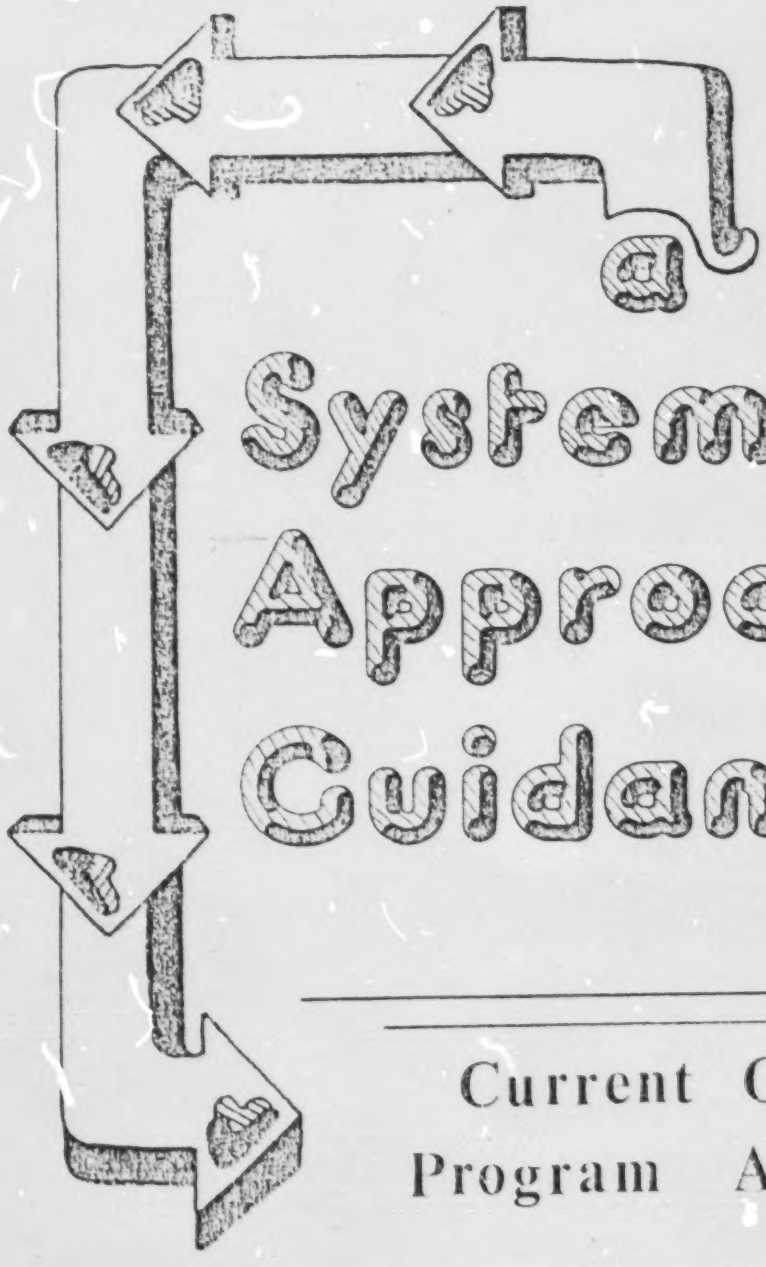

Systematic Approach to Guidance

Current Guidance Program Assessment

2

AN ESEA TITLE III PROJECT

A COMPETENCY-BASED STAFF DEVELOPMENT TRAINING PACKAGE

MESA PUBLIC SCHOOLS ››› DR. GEORGE N. SMITH, SUPERINTENDENT

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Current Guidance Program Assessment

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Mesa Public Schools in cooperation with
The American Institutes for Research

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TABLE OF CONTENTS

	PAGE
FOREWORD	i
INTRODUCTION	1
Overview	1
Flowchart	2
Module Goal and Objectives	3
Module Outline	5
Definition of Terms	6
Pre-assessment	9
Audio Visual Introduction	14
OVERVIEW: CURRENT GUIDANCE PROGRAM ASSESSMENT	15
Rationale	15
TRAINING: ASSESSMENT APPROACHES AND INSTRUMENTS	20
Introduction	20
The Opinion Survey	21
The Follow-up Study	25
Individual Activity	26
Daily Counselor Log	31
Critical Incident Technique	34
Individual Activity	39
THE MESA APPROACH	43
Objectives	43
Selection of Staff	44
Assessment Instrument	44
SIMULATION	46
Gathering and Compiling the Data	54
Analysis of Results and Recommendations	56
Individual Activity (Optional)	58
Preparing and Reporting the Results	60
APPLICATION PROCEDURES	65
POST ASSESSMENT	67
POST ASSESSMENT FEEDBACK	69
REFERENCES	71
APPENDIXES	73
A - The Mesa Assessment Instrument	74
B - Tape-slide Script	92
C - Descriptions of Staff Training Modules	96

FOREWORD

This module was developed as one of eight dissemination packages which were being prepared under an E.S.E.A. Title III project. The Mesa Public Schools worked in concert with the American Institutes for Research (AIR) in this Title III project.

It should be noted that what is being presented here is information on Mesa's on-going long-range project in career guidance, counseling, placement and follow-up; funded not only by Title III but also by Vocational Education Part D Exemplary and District funds. A key element of this project has been the designing, field testing and final production of staff development training packages.

The specific participation of E.S.E.A. Title III comprises an integral part of the total process for orienting counseling services toward specific student outcomes in an accountability model. Title III is housed in the Arizona Department of Education under Carolyn Warner, Superintendent of Public Instruction. The Title III staff was directed by Fred J. Sughrue and the consultants assigned to this project were Jewell Sisemore, the Assistant Director of Title III, and Jesse Udall, Education Program Specialist.

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INTRODUCTION

OVERVIEW OF MODULE

This "module" is part of a package which includes the following:

- Tape-slide introduction
- Flowchart of the comprehensive approach
- Module goal and objectives
- Instructional materials (module)
- Progress checks
- Group activities
- Simulation activity
- Application procedures
- Pre- and Post-assessments
- Further references

Packages are designed so that you may work at your own pace but should not take over 20 hours to complete.

The module itself contains the flowchart to the comprehensive approach, the package goal and objectives, instructional materials, progress checks and group activities. The flowchart defines the four major phases of the comprehensive approach to developing guidance, counseling, and placement programs and how they relate to each other.

START

THE COMPREHENSIVE APPROACH TO DEVELOPING GUIDANCE COUNSELING AND PLACEMENT PROGRAMS AND RELATED COMPETENCIES

FLOWCHART

PLANNING COMPETENCIES

1. Orient to the four areas of the comprehensive approach; define philosophy, purposes, and target groups.
2. Design, conduct, & report current status assessment
3. Design, conduct, & report desired outcomes assessment (needs assess.)
4. Identify new program needs; write program goals and student objectives (outcomes,) evaluate

CONTEXT EVALUATION

STRUCTURING COMPETENCIES

1. Specify program participants and objectives for immediate programs, indicate target groups and skill levels required to achieve objectives of program
2. Determine format design, list possible available program procedures and materials, choose most appropriate procedures and materials
3. Develop programs based on previously identified goals and objectives, provide for the development, critiquing, and editing of program products

INPUT EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA

DECISION-MAKING COMPETENCIES

1. Design, conduct, and report product evaluations
2. Determine costs, relate costs to effects, and summarize and display cost effectiveness ratios
3. Design, conduct, and report studies that identify the most cost-efficient procedures and programs
4. Design, conduct and report cost-benefit studies
5. Make decisions related to necessary future programs and changes in field-tested programs, and communicate these decisions and rationale

IMPLEMENTING COMPETENCIES

1. State implementation objectives and strategies
2. Select implementation staff and initiate staff development activities
3. Prepare pilot and field test sites, and implement programs
4. Determine additional staff competencies needed for which training will be needed

PRODUCT EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA	STRUCTURING COMPETENCIES AREA	IMPLEMENTING COMPETENCIES AREA

PROCESS EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA	STRUCTURING COMPETENCIES AREA

NOTE: Highlighted area(s) indicates competencies presented in this module.

The preceding diagram illustrates the parts of the comprehensive approach you will be learning about in these staff development packages. Each of the packages helps the reader to develop one or more of the competencies listed. This Current Guidance Assessment package gives an overview of several ways of assessing one's own guidance program. The general purpose of this module and the specific outcomes that you should achieve through it are summarized below through the goal statement and package objectives.

MODULE GOAL

When you have completed the readings and activities of this package, you will understand why a current guidance program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained.

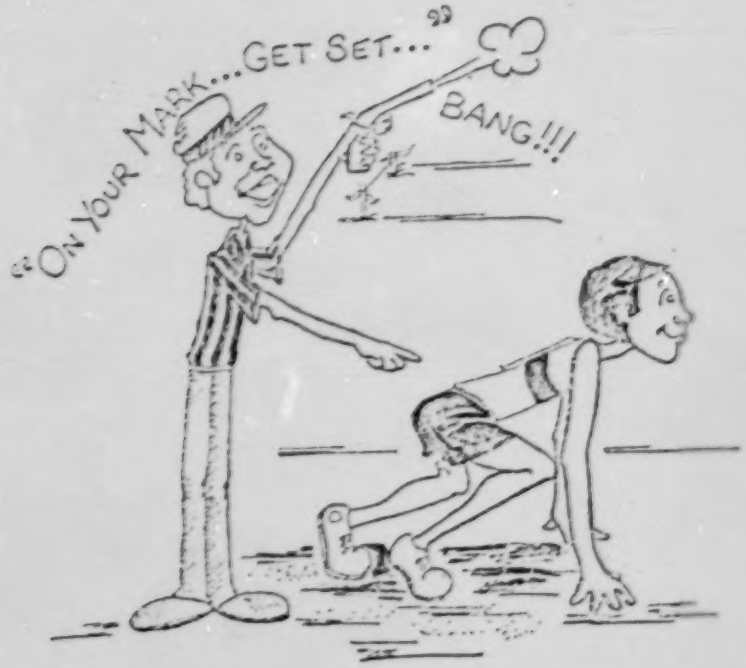
MODULE OBJECTIVES

When you have successfully completed this module, you will be able to:

Page		
16-17	1.	Demonstrate an understanding of current guidance program assessment by listing three reasons for the assessment.
21-38	2.	Identify and describe three different methods which could be used to assess a current guidance program.
43	3.	List two objectives that were presented as desired outcomes to be achieved in the Mesa Approach.

43-62	4.	Outline six necessary steps in the process of assessing a current guidance program using the Mesa Approach.
59	5.	Using data from the Individual Activity relative to the Mesa Approach and information portrayed by the examples in this section, identify six areas in which counselors currently spend their time.
59	6.	Using data from the Individual Activity, list the three top priorities (timewise) from the current program.

Now, you are ready to begin!



MODULE OUTLINE

Approximate Time	Activity
30 minutes	Introduction. You take and score the pre-assessment instrument and view a tape-slide presentation. Next, you examine the flow-chart for understanding of the relationship of this module to the overall comprehensive program and series of packages. Finally, you are presented with the module outline which shows approximate timelines.
45 minutes	Rationale. You are presented with reasons the module was produced and the purposes it hopes to serve. Progress checks and group activities are provided to assist you in attaining the skills and understanding outlined in the module.
3 hours	In-Depth Study. You extend your knowledge through study of the body of the package, group activities, and interested areas from the references section.
3 hours	Simulation. This activity gives you a chance to practice what you have learned in the reading.
4 hours	Individual Activity (Optional). Offers you the opportunity to be exposed to the complete instrument used in the Mesa approach to current guidance program assessment.
30 minutes	Application. In this activity you will be asked pertinent procedural questions relative to conducting a current guidance program assessment.
1 hour	Post Assessment. Here is where you demonstrate that you have achieved the objectives of the module.

DEFINITIONS OF TERMS

Some of the terms used in this module may be new to you, while others may be used in ways that vary from traditional usage. It is important to understand the definitions of terms as they are used in this module.

Assessment--The empirical estimation of a state or condition, applied in this case to the current status and desired outcomes of a guidance, counseling, and placement program.

Card Sort--An assessment tool which provides an individual with a group of statements on some topic and asks him to pick those that relate to him and arrange his choices in the order of their importance.

Critical Incident Technique--Critical incidents are examples of observable behaviors with a clear intent or purpose and at least one observable outcome. The Critical Incident Technique is an assessment procedure which employs these.

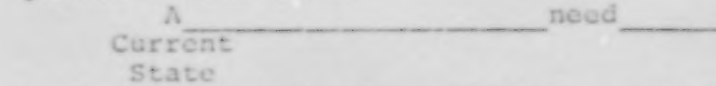
Current Status--The objectives, activities, resources, and outcomes of a program as it now exists.

Delphi Method--A questionnaire technique which organizes and shapes opinion through a system of feedback.

Desired Outcomes--The products of a theoretically perfect program which completely satisfies all client needs and wants.

Follow-Up Study--A survey of individuals now removed from a situation or program (in this case, a school and its guidance, counseling, and placement program) which collects their opinions about that situation or program.

Need--This term usually applies to individuals, but programs may be considered to have needs also. In either case, a need is the gap between the current state and the ideal state. The concept may be represented graphically. If point A is where someone is, and point B is where he would like to be, the gap between these two points is the need.



In terms of guidance, counseling, and placement programs, "A" represents the program's current status and "B" its desired outcomes, again, the need is the difference.

Questionnaire--Any of a variety of paper and pencil instruments to which individuals respond to items by checking one of several choices, rating their feelings along a scale, checking yes or no, writing out their response, or by some similar method.

Some confusion may exist among the terms current status assessment, desired outcomes assessment, and needs assessment. Traditionally, the term needs assessment (a first step in planning for program development or improvement) has been used to describe a process which identifies the problems that programs should try to solve. But to provide useful information for program improvement, this process should include two measurements: one of where the program now stands (current status assessment), and one of where it should be ideally (desired outcomes assessment). Thus, three training modules have been written: one to measure the program's current status, one to measure a program's desired outcomes, and one to determine the gap between these two (the program's needs) and to derive goals and objectives for the program from its needs. The planner who is developing an entirely new program will not, of course, conduct a current status assessment. He will determine program needs mainly from desired outcomes assessment data.

The desired outcomes assessment process for a program relies mainly on information about students' needs. Theoretically, students could define their desired outcomes--the goals toward which they aspire, and their current status could be assessed related to each of their desired outcomes. Then a subtraction process could be conducted to determine students' needs. Usually, it is more feasible to ask students to define their needs directly--to indicate the difference between where they would like to be and where they are now. Hence, this module talks of assessing students' needs to determine program desired outcomes. Then by comparing the program's desired outcomes with its current status (which is determined in

the program's current status assessment), the program's needs can be identified. These program needs indicate to planners the directions and magnitude of development necessary to achieve an "ideal" program.

PRE-ASSESSMENT

The questions below are designed to give you an idea of the instructional content of this module so you may determine: 1) whether you wish to continue working on the module; and 2) whether you want to skip certain sections of it. Each question relates to the module objective of the same number. The pages of the text that present the information required to answer the questions are indicated after each question.

Try to answer each question and check your work using the answer key provided. Then, if you feel the module or certain sections of it will be of benefit to you, continue with the tape-slide presentation.

1. List three reasons why an assessment of a current guidance program is needed. (pp. 16 and 17)

   A.

   B.

   C.

2. Identify three different methods of assessing a current guidance program and give a brief description of each method. (pp. 21-38)

   A.

B.

C.

3. List two objectives presented as desired outcomes to be achieved in the Mesa Approach. (p. 43)

A.

B.

4. The Mesa Approach presents six steps in the process of assessing a current guidance program. List these six steps in the spaces below. (pps. 43-62)

A.

B.

C.

D.

E.

F.

5. Identify six areas in which counselors in your district presently spend their time. (pps. 58 and 59)

A.

B.

C.

D.

E.

F.

6. List the three top priorities (timewise) of activities in which you think your counselors should be working. (pps. 58 and 59)

A.

B.

C.

PRE-ASSESSMENT

ANSWER KEY

*Mesa Public Schools, Mesa, Arizona

3. List two objectives that were presented as desired outcomes to be achieved in the Mesa Approach. (p. 43)

E. Mesa Approach*--A method making use of a survey contrasting current counselor duties and experiences in time percentages with desired schedule, considering most cost-efficient procedures and programs.

D. Critical Incident Technique--An instrument that makes use of recalled, written, and collected data that focuses on incidents or happenings that are related in a positive or negative way to a predetermined goal.

C. Daily Counselor Log--An instrument used to record and classify counselor time usage.

B. The Follow-Up Study--An instrument, usually in written form, that assesses student opinion relating to achieving guidance or school department goals. Very similar to the Opinion Survey, but usually longer and more comprehensive.

A. The Opinion Survey--A method making use of an oral interview or questionnaire instrument that usually contains elements involving: planning, cover material format question construction, and data presentation and interpretation.

2. Identify three different methods of assessing a current guidance program and give a brief description of each method. (pp. 21-38)

C. To evaluate the non-guidance functions that dominate counselor time.

B. To investigate the concerns expressed by students and staff relative to its efficiency.

A. To determine the strength of the present guidance program.

1. List three reasons why an assessment of a current guidance program is needed. (pp. 16 and 17)

A. To determine the percent of time spent in student--counselor related activities and show a percentage breakdown for each area.

B. To determine the percent of time spent in non-student counselor related activities and show a percentage breakdown for each area.

4. The Mesa Approach presented six steps in the process of assessing a current guidance program. List these six steps in the spaces below. (pp. 43-62)

A. Objectives

B. Selection of staff

C. Assessment instrument

D. Analysis of results and recommendations

E. Gathering and compiling the data

F. Preparing and reporting the results

5. From your recall of the data gathered from the Mesa Approach, Individual Activity, identify six areas in which counselors in your district presently spend their time as listed in the the current program. (p. 59)

A. Interpersonal

B. Academic Learning

C. Intrapersonal

D. Educational-Vocational

E. Registration

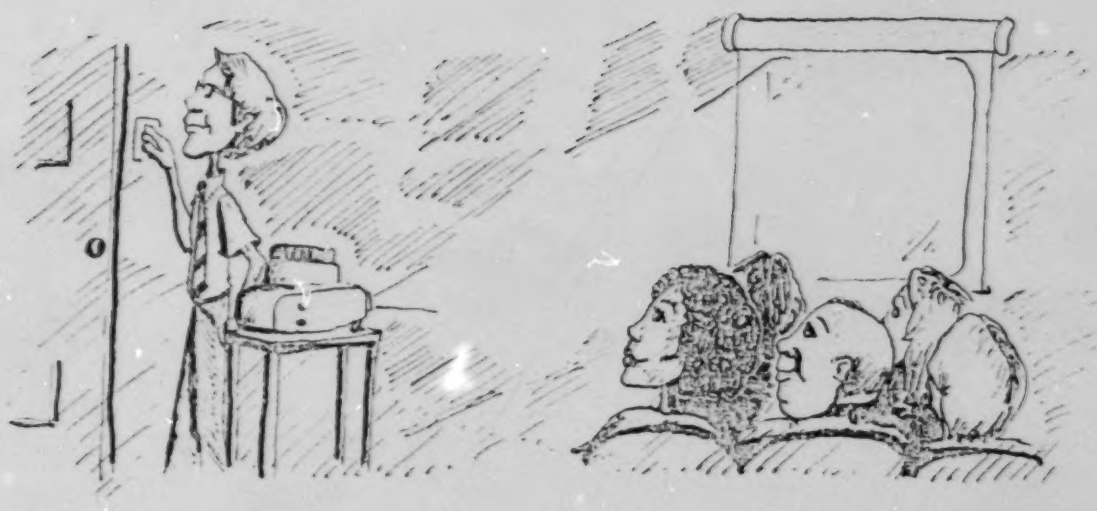
F. Other-Miscellaneous

6. Again, from your recall of the data gathered from the Mesa Approach, Individual Activity, list the three top priorities (timewise) from the current program. (p. 59)

A. Intrapersonal

B. Educational-Vocational

C. Interpersonal



AUDIO VISUAL INTRODUCTION

This package or module, "Current Guidance Program Assessment" includes an audio cassette and slides to introduce you to this phase of the staff development series. We suggest that you and any other individuals who are considering working on this package first take a few minutes to view and hear this presentation. The tape is playable on any cassette recorder. The slides are also standard and numbered in the order of appearance. An audio cue ("beep") indicates the points at which you are to advance to the next slide. Begin with the title slide in the projector gate.

In the event the tape-slide is not available, you may read through the tape-slide script which is located in Appendix B. This will give you a quick overview of the contents of the module.

OVERVIEW
CURRENT GUIDANCE PROGRAM ASSESSMENT

RATIONALE

overview

This training package will acquaint you with some of the reasons why current guidance programs should be examined by focusing on major concerns of guidance today. It will briefly examine several possible methods of assessing a guidance program and will examine in detail one method, the Mesa Approach. Finally, direction will be given relative to the use of data that is gathered from the use of the assessment instrument.

In order to determine goals for a new or modified guidance program, consideration must be given to what the program is now. It might be tempting to consider sweeping everything aside involving the current program and replace it with something completely new, but most likely there is much that is worthwhile and/or adaptable.

It should be a fundamental task, then, to determine the makeup of your current program.

questions about the current program

Does it rely totally on crises-centered counseling? Is there a place for a counselor to function in the school setting outside his office? Is he in the office during working hours? Does interpersonal and intrapersonal counseling receive any emphasis in your district? If so, what percentage of a counselor's time is devoted to these aspects

of guidance? Are your counselors involved in registration and schedule changes? If so, how much of their time is used for this purpose. Is this an important guidance activity?

These and many more questions will need to be considered when you work through the simulated experiences found in this package, but the activities included should produce a greater understanding of the current guidance program in your district, highlighting both its strengths and weaknesses. Keep in mind, however, that at this point no changes in your guidance program should be undertaken and that the crux of the new program should be centered around the needs of the students as identified by the desired outcomes assessment which was discussed in the previous packet.

student needs should be considered most important

Just why should you examine your current program? What indicators are there that prompt a look at guidance in your district?

Several reasons exist for examining current programs. Some of these are listed below:

reasons for examining the current program

1) An examination of the current programs will likely tell us how strong our base of operations is at present. If it is found, for instance, that far too much counselor time is being spent in any given area, then objectives for change may be effected.
2) Students and school staff, to some degree, are saying that guidance is ineffective. Some students claim they never get to know their counselor and

many of those who do are not always sure what the counselor is able to do for them. There are many others who receive help from the counselor, but general uncertainty exists as to the services offered by counselors. At times, teachers are uncertain as to what counseling does to help the student and to help them.

3) Non-guidance functions are increasing which take away from time available for guidance. Such things as homeroom supervision, substitute teaching, sponsoring of clubs, etc. sometimes give reason for concern. As Stinzi and Hutcheon put it.

> The counselors feel that they are victims of the system; when a new demand is placed on the school, the counselor receives the assignment because he is available. Therefore, the counselor feels that his role is of lesser importance than the new demand (that is probably true in the mind of the principal or he would not have assigned the task to him). Fundamentally, the counselor should perform his function or be eliminated. (Stinzi and Hutcheon: 1972;331)

In summary, the assessment of the current guidance program is needed for the following reasons: 1) to determine the strength of the present guidance program, 2) to investigate the concerns expressed by students and staff relative to its efficiency, and 3) to evaluate the non-guidance functions that dominate counselor time.

GROUP ACTIVITY

Devote about 15 minutes to preparing an outline of your current guidance program by listing several major counselor and non-counselor activities and by assessing the present time allocation for each guidance or non-guidance function. Give some thought to those counselor behaviors that have distinct priority over others within your current program.

After outlining your present counseling program, generally re-arrange priorities and time expenditures in such a way as you feel would improve your services as counselors.

Select one or more other individuals and in a small group for about 10 minutes, use your outlines to contribute at least three valid reasons for conducting a current guidance program assessment in your district.

PROGRESS CHECK

Read each question carefully and select the most appropriate answer(s). When you have completed the Progress Check, compare your answers with the key at the end. Finally, review the pages indicated regarding any question you missed or about which you desire more information.

WHY DO IT?

1. Which of the following statements are not reasons for assessing the current guidance program as stated in the learning exercise? (pp. 16 & 17)

   ___ A. To consider the dropout problem of schools.

   ___ B. To determine the strength of the present guidance program.

   ___ C. To evaluate the non-guidance functions that dominate counselor time.

   ___ D. To evaluate the administration who are responsible for the current guidance program.

   ___ E. None of the above.

2. According to the quote by Stinzi and Hutcheon, who feels that they are victims of the system? (p. 17)

   ___ A. Counselors

   ___ B. Students

   ___ C. Principals

   ___ D. Dropouts

   ___ E. All of the above.

3. Of the personnel listed below, which ones are labeling guidance as ineffective, according to this package? (pp. 16 & 17)

   ___ A. Parents

   ___ B. Students

   ___ C. Central administration

   ___ D. School staff

   ___ E. None of these

4. According to this section of the package, no changes should be made in a guidance program without basing the changes upon the needs of (p. 16)

___ A. The school board

___ B. The teachers

___ C. The tax structure

___ D. The curriculum

___ E. None of these

ANSWER KEY

1. A, D
2. A
3. B, D
4. E

TRAINING: ASSESSMENT APPROACHES AND INSTRUMENTS

INTRODUCTION

Once it has been determined that there are sufficient reasons for assessing the guidance program, the next logical step is to ask, "What do I do now?" This section will acquaint you with some methods which can be used to administer a current program assessment. This will be followed by detailed steps necessary to conduct an assessment, using one of these methods.

methods of assessment

The literature contains several methods that could be used to complete this kind of an assessment. Such devices as the Opinion Survey, the Follow-Up Study, Daily Counseling Logs, the Critical Incident Technique will be briefly summarized in this section, while an assessment survey, similar to those used in school districts in Colorado, Oregon, and Arizona will be given in detail.

THE OPINION SURVEY

Both oral interviews and questionnaires are used to gain information from various populations through the use of the Opinion Survey. Shown below is an example of the use of a questionnaire as part of an opinion survey.

Example of Opinion Survey

Directions: Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement concerning the guidance services.

The high school guidance services <u>helped</u> me in...	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. planning my school schedule					
2. interpreting tests and other data					
3. recognizing my abilities					
4. personal counseling					
5. planning for education after high school					
6. career planning					
7. seeking employment					
8. getting military service information					
9. seeking financial aid					

Either students who are currently enrolled in school, or former students (graduates or non-graduates) can be polled for data.

Opinion Surveys can be designed in several ways, but most surveys have common elements to consider such as: planning, cover material, format, question construction, and data presentation and interpretation. Each of these will be discussed briefly.

opinion survey planning

Planning

Consideration must be given to the person or persons who will be responsible for planning and conducting the survey and to the goals of the survey that give direction to the process. This person or group of persons should be thoroughly familiar with the intent and scope desired by those who originated the initial plans for the project. It should also be mentioned that even though one person is primarily responsible for the planning of the project, the greater numbers of school staff that can be involved, the better the chances for effectively utilizing the data after the survey results are processed.

cover material

Cover Material

Some type of introduction in the form of a cover letter or cover material is needed so that those asked to participate know who the survey is from, what its purposes are, why they have been solicited, and what to do with the information after completion of the instrument. Confidentiality of the responses should also be stressed.

format

Format

Several things should be considered in designing format.

1. Make the survey as brief as possible and still achieve the goals of the project.

2. Make the survey personal by addressing it by name to a specific person.

3. Write the instructions in a clear, concise manner.

4. Pilot test the instrument on a small population sample to determine possible problem areas in the instrument.

Question Construction

construction of questions

Some important considerations for question construction will be:

1. What type of questions will best suit our needs--multiple choice, open-ended, true-false, etc.? In addition, whether or not they are computer scored will need to be taken into account.

2. Do we have clarity of directions and wording of questions? This cannot be overemphasized. To determine if adequate construction exists, the instrument should be pilot tested, as was mentioned earlier.

3. Do the questions motivate the participant to answer them and to want to complete the instrument? If not worded carefully, the directions and questions can be so confusing or uninteresting that the number of returns and the study could be seriously affected.

4. Are the questions worded in such a way that they allow a person to respond comfortably? For example, if the question were worded, "What type of testing do you feel was the most beneficial to you while in school?--Interest, Aptitude, Achievement, Intelligence, and none of these answers were appropriate, the person would either be forced to choose an answer he didn't consider entirely appropriate, or he would want to omit the question.

Data Presentation and Interpretation

presenting and interpreting data

As one of the first tasks in planning strategies and goals for the entire instrument, thought should be given to the presentation and interpretation of the data. Determining which methods would best portray the information gathered and in what form the facts and figures would need to be shown

to facilitate interpretation, are all very important and should be carefully investigated.

Many well known devices are used to present information in a graphic way. Bar graphs, charts showing measures of central tendency, frequency distributions, etc. can all be used. These should be considered and early in the planning a decision should be made as to which method or methods will be best for this project. Once methods of data presentation are chosen, the instrument can be double checked to make sure the type of information to be gathered can be presented and interpreted.

Since this method and the Follow-Up Study are very similar, one simulation exercise will appear at the end of the next section and will be used for both current assessment methods.

THE FOLLOW-UP STUDY

This device will be used to assess the opinions of current and former students relative to the achievement of current guidance department goals. While most follow-up studies would sample former student opinion, this method could also be used with students currently enrolled in school to assess on-going guidance goal attainment.

It seems appropriate to build into the study a form of needs assessment by asking for ways in which education in general and school departments in particular could improve; in short, information on "what should be" as well as "what is." Follow-up studies can include information on what services, resources, and assistance were available, as well as what the graduate thought should have been available in the Guidance Services area.

Techniques and procedures involved in a follow-up study can be found in many works. Two of these are cited in the Reference section.

see reference section

A sample of a Follow-up Study will follow and has been put in the form of an Individual Simulation Activity. The one shown includes the guidance department as one of several areas being evaluated. In building your own questionnaire, it may be advantageous to (1) expand the guidance area and gather additional information about the department, or (2) to concentrate completely on the guidance department and omit information relative to other subject areas.

sample

INDIVIDUAL ACTIVITY

Follow-Up Questionnaire (Sample)

Directions:

Use the follow-up questionnaire to better understand this technique of assessment.

Recall as much of the requested information as possible and work through the instrument as if you had just recently completed high school.

In the event that your memory doesn't serve you well on certain items, complete the task using your imagination so that you may benefit from the actual experience of the follow-up questionnaire.

FOLLOWUP QUESTIONNAIRE (Sample)

1. After graduation from high school, what did you do?
   Check appropriate boxes for both years since graduation.

FIRST YEAR

☐ WENT TO SCHOOL ——→ Where?

(Substitute names of schools in your area as needed.)

- ☐ M.C.C.
- ☐ N.A.U.
- ☐ Phx.Voc.-Tech.
- ☐ A.S.U.
- ☐ U.ofA.
- ☐ B.Y.U.
- ☐ P.C.
- ☐ Apprenticeship Program
- ☐ Other _____ (Name of school)

How Long?

- ☐ 1 Semester
- ☐ 2 Semesters
- ☐ Summer School
- ☐ _____ weeks, mos. (other) (circle one)

Certificate (Voc.-Tech.)

or _____

degree received

Field of training _____

☐ GOT A JOB (do not list summer employment unless it was also your regular job during year)

Title of your job_____

Briefly, list your duties_____

_____

Were you employed in a job for which you were trained?

☐ Yes ☐ No

Starting salary or wage _____
per hr., day, month
(circle one)

Company that employed you _____

_____

☐ GOT MARRIED _____
(Name of spouse)

☐ WENT IN SERVICE _____
(Branch)

☐ UNEMPLOYED

☐ OTHER _____
(Name what you did)

SECOND YEAR

☐ WENT TO SCHOOL → Where?

- ☐ M.C.C.
- ☐ N.A.U.
- ☐ Phx. Voc.-Tech.
- ☐ A.S.U.
- ☐ U.of A.
- ☐ B.Y.U.
- ☐ P.C.
- ☐ Apprenticeship Program
- ☐ Other _____ (Name of school)

How Long?

- ☐ 1.Semester
- ☐ 2 Semesters
- ☐ Summer School
- ☐ _____weeks, mos. (other) (circle one)

Certificate (Voc.-Tech.)

or _____

degree received

Field of training _____

☐ GOT A JOB (do not list summer employment unless it was also your regular job during year)

Title of your job _____

Briefly, list your duties _____

_____

Were you employed in a job for which you were trained?

☐ Yes ☐ No

Starting salary or wage _____
per hr., day, month (circle one)

Company that employed you _____

_____

☐ GOT MARRIED _____ (Name of spouse)

☐ WENT IN SERVICE _____ (Branch)

☐ UNEMPLOYED

☐ OTHER _____ (Name what you did)

2. While in high school, what subject areas were the most valuable to you, and what areas were the least valuable? (all areas need not be checked, only those you feel helped or didn't help you)

Most	Least		Most	Least		Most	Least	
☐	☐	Agriculture	☐	☐	Foreign Lang.	☐	☐	Soc.Studies
☐	☐	Arts & Crafts	☐	☐	Home Ec.	☐	☐	Science
☐	☐	Business Ed.	☐	☐	Industrial Arts	☐	☐	Seminary
☐	☐	Club Activity	☐	☐	Mathematics	☐	☐	Sports
☐	☐	Drama	☐	☐	Music	☐	☐	Other
☐	☐	English	☐	☐	Phys. Ed.			

_____ (Name it)

3. If you were in high school again, in what subject areas do you think you would take more classes?

☐ Agriculture	☐ English	☐ Mathematics	☐ Seminary
☐ Arts&Crafts	☐ Foreign Lang.	☐ Music	☐ Soc. Studies
☐ Business Ed.	☐ Home Ec.	☐ Phys. Ed.	☐ Other
☐ Drama	☐ Indust.Arts	☐ Science	

_____ (Name it)

4. What subject areas would you recommend adding to the high school curriculum?

_____

5. If you were in high school again and you could change any part of the school that you wanted, how would you change it?

_____

_____

6. If counseling services were available at your high school, please check the appropriate boxes below that most properly indicate the value and use to you of the counseling department.

   A. I used the counseling services ☐ Quite often ☐ Very seldom ☐ Occasionally

   B. My most frequent use of counseling was for:
   ☐ Vocational job information ☐ Personal problems
   ☐ School problems such as grades, schedules, etc.
   ☐ Other _____ (list)

   C. To what degree was the counseling service helpful?
   ☐ Very much ☐ Just average ☐ Not much

   D. What suggestions would you make to improve the counseling department?

   _____

   _____

7. What high school person helped you the most to make a choice of your present or future career?
   ☐ Counselor ☐ Teacher ☐ Coach ☐ Principal
   ☐ No person ☐ Other _____

8. Would you be interested in receiving the results of this follow-up study?

   ☐ Yes ☐ No

9. Add below any additional comments you wish to make.

Name _____
(first) (middle) (last) (maiden name)

Current Address _____ Phone _____

Permanent Address _____ Phone _____

Name, address, and phone of person who would know your address at all times.

(Do not use parents) _____

_____

THANK YOU FOR HELPING US LEARN MORE ABOUT YOU AND OURSELVES!

DAILY COUNSELOR LOG

If time is not a major factor in conducting a current assessment of guidance, the daily counselor log may be considered as an acceptable alternative. The log should be used for at least a two or three month period of the school year; however, a clearer picture would emerge showing seasonal projects traditionally assigned to the guidance department if the log were kept for a full school year. Such things as registration, schedule changes, testing, career days or career week, school money raising project supervision, graduation, etc. may not be reflected in your assessment unless a substantial length of time is used.

time

Included in the log should be space for answering questions such as: What Happened?, Who Was Involved?, How Long Did It Take?, and Why Did You Do It? (See samples on next two pages.)

information areas

In addition to designing a daily log, consideration should be given to the following: analyzing the data; determining who is going to do it; deciding of what use the data will be; and agreeing on how the information will be used to build a new or different program.

other concerns

HIGH SCHOOL COUNSELOR DAILY LOG

INSTRUCTIONS TO COUNSELOR

WHAT HAPPENED? In the place below write down whatever information you need to jot down at the time to remind you of the other people involved and the purpose of each event that you participated in during the school day as a professional counselor.

NAME _____

DATE _____

WHO WAS INVOLVED? Record the number of each type of people who were directly involved in each interaction in the appropriate column below.

HOW LONG DID IT TAKE? Record how much of your time (in minutes) was consumed by each interaction in the column below that most nearly describes the type of activity involved in that interaction.

WHY DID YOU DO IT? Select the three most important purposes for each interaction and place a "1" under the most important purpose, a "2" under the second most important and a "3" under the third most important purpose in the appropriate columns below.

	STUDENTS	PARENTS	TEACHERS	COUNSELORS	OTHER STAFF	COMMUNITY	CONFERENCE	PHONE CALL	DECISIONS CLASS	GROUP GUIDANCE	MEETINGS	DESK WORK	SEEK & SEARCH	OTHER TYPE ACTIVITY	ORIENTATION & ENROLLMENT	PRE-GRADUATION PLANNING	POST-GRADUATION PLANNING	INTER-PERSONAL COUNSELING	INTRA-PERSONAL COUNSELING	DECISION MAKING SKILL BUILDING	COMMUNICATION & COORDINATION	PROGRAM PLANNING & EVALUATION	STAFF DEVELOPMENT & PROFESSIONAL GROWTH	OTHER PURPOSE

DAILY COUNSELING LOG

COUNSELOR: _____

DATE: _____

A. STUDENT OUTCOMES ON WHICH YOU WORKED (DIRECTLY OR INDIRECTLY)

NUMBER AND TYPE OF CONTACT

1. Orientation Outcomes:
   Increasing Knowledge of School Resources.
   Increasing Knowledge of Pupil Services Related Information.
   Increasing Ability to Cope with the School System.

2. Pre-Graduation Planning Outcomes:
   Increasing Self-Awareness as Related to Careers.
   Gaining Job-Related High School Experience and Information.
   Increasing Positive Attitudes and Successful Work.

3. Intra-Personal Counseling Outcomes:
   Handling Drug Problems.
   Value Identification.
   Increasing Self-Actualization.
   Increasing Self-Awareness and Emotion Expression.
   Developing Self-Confidence and Self-Love.

4. Inter-Personal Counseling Outcomes:
   Developing Social Competence.
   Building Mutually Satisfying Friendships.
   Increasing Social Awareness and Acceptance.
   Eliminating Inhibiting Characteristics.
   Performing Various Social Roles More Effectively.
   Acquiring More Openness, Sensitivity and Sharing.

5. Decision Class Outcomes:
   Value Clarification.
   Learning the Decision Making Process.
   Developing Strategy and Risk Taking Techniques.
   Developing a Relationship Between Roles and Life Styles.

6. Post-Graduation Planning Outcomes:
   Improving Career Knowledge.
   Gaining Job-Related Experience and Knowledge.
   Gaining Post-High School, Pre-Job Knowledge and Experience.
   Increasing Self-Knowledge Related to Careers.

7. Extra Programs Outcomes:
   Gaining Experience in Using Social Skills.
   Developing Interpersonal Relationships.

B. OTHER OUTCOMES AND ACTIVITIES (NO SPECIFIC STUDENT OUTCOMES FOR THESE)

8. Clerical-Administrative Tasks:
   Communications Between Students.
   Preparations for Instruction and Presentation.
   Public Relations and Information Giving.
   Office and Department Administration.
   Testing and Evaluating.

9. Meetings:
   Administration of Counseling Department Activities.
   Communication with Other Groups.

10. Professional Growth:
    In-Service Education and Training.
    Establishing Lines for Professional Communication.

11. Other:
    Work and Search.

_____

_____

INSTRUCTIONS: Please list the number and type of contacts in the top slot for each activity (see keyline below). Then, record the amount of time spent on each outcome category.

S = Conferring with a Student
P = Conferring with Parents
T = Conferring with Teachers
O = Conferring with Pupil Services Staff
C = Conferring with a Combination of Above
G = Conferring with a Group of Students
D = Conferring with a Class
B = Conferring with Business--Community Reps.
A = Working Alone

CRITICAL INCIDENT TECHNIQUE

The critical incident technique, developed by Dr. John C. Flanagan, provides a systematic way to collect observations of behavior which clearly illustrate the achievement of educational goals and with modifications could be used to determine achievement and success of guidance goals and programs.

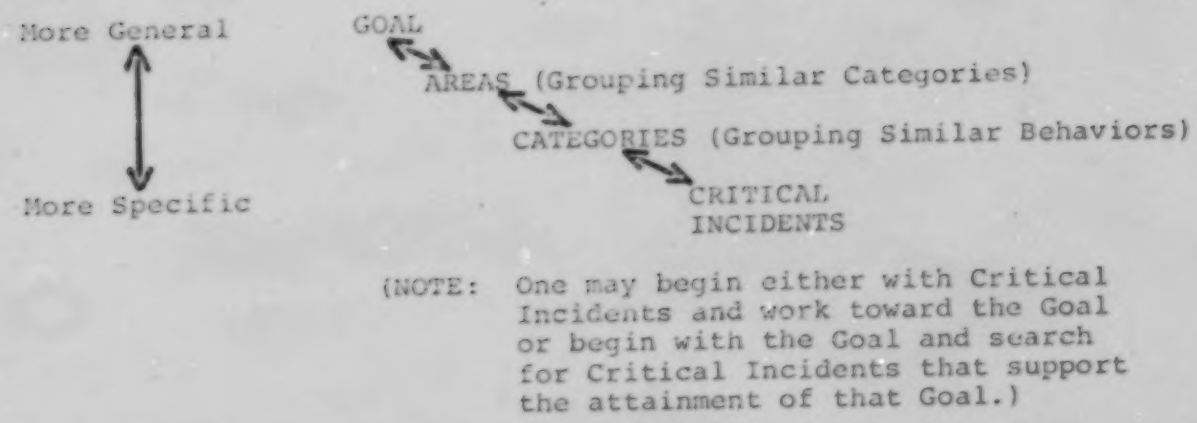
A critical incident is an observable human behavior which allows counselors, teachers, etc. to make inferences and predictions about another person (counselees or students). The critical incident technique consists of a set of procedures for collecting and recording observable behaviors. The data gathered is used to develop and evaluate the attainment of educational, or in this case guidance, goals for a given program. These goals will be used as a rationale for recording critical incidents. Reference to the goals will be made in the examples that appear later.

description

Thus, within each of the goals of your current guidance program, there would normally be several areas; within each area there would be several categories of behavior, each category representing and summarizing the behaviors reported in a number of critical incidents. These elements of the program, if not already defined, would need to be established by you or your staff. The end result would be an organized category scheme which would describe in a comprehensive way the critical incident data. This is depicted on the next page.

FLOWCHART

flow chart



(NOTE: One may begin either with Critical Incidents and work toward the Goal or begin with the Goal and search for Critical Incidents that support the attainment of that Goal.)

To illustrate the procedure used in the critical incident technique the following examples are offered:

example "A"

I. Example A:

1. CRITICAL INCIDENT:

A teacher reporting a 7th grade student behavior.

A. Setting:

During a mixed chorus class when the group had generally put forth little effort preparing for an upcoming school musical assembly.

B. Student Behavior:

A student-leader type on her own initiative requested permission from the teacher to talk to the class and confessed to the group that she had greatly influenced their poor attitudes. She urged everyone to help the teacher prepare a recital that would admirably represent their school as well as themselves.

C. Explanation:

She was capable of sincere introspection and consequent behavior alteration. This was prompted by a serious attempt to understand the feelings and responsibilities of the teacher's roles, as an educator, as an adult, as another human being.

2. CATEGORY:

Student recognized a need to improve her attitude for the betterment of the group.

3. AREA:

Student showed the capability of open-minded understanding of the feelings and needs of other persons.

4. GOAL:

Education should help every child acquire a positive attitude toward school and toward the learning process.

II. Example B: *example "B"*

1. CRITICAL INCIDENT:

A teacher reporting a 9th grade student behavior.

A. Setting:

During a special education class an advanced placement student is serving as an aide to slow learners who possess a variety of learning disabilities.

B. Student Behavior:

An intellectually gifted, socially popular young man becomes astonished after considerable

frustration that certain learning skills that are simple to him are unquestionably difficult to others with far less ability than himself.

C. Explanation:

He was capable of realizing through the impetus of the tutoring environment that people vary considerably in their intellectual and learning capacities.

2. CATEGORY:

Student made a distinct attitudinal change as a result of a clearer understanding of another person.

3. AREA:

Student showed the capability of open-minded understanding of the feelings and needs of other persons.

4. GOAL:

Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural, ethnic, and intellectual groups different from his own.

III. Example C: *example "C"*

1. CRITICAL INCIDENT:

A student reporting a 4th grade student behavior.

A. Setting:

In a reading tutoring session several children of various socio-economic and ethnic backgrounds are receiving special attention to their individual and collective reading problems.

B. Student Behavior:

An Anglo boy from an upper middle class family, who in the past at school has demonstrated overt actions of racial prejudice, works in a learning partnership with a Black child. His discovery of their many compatibilities induces him to request that his mother offer him a ride to the sessions as he becomes aware that his new found friend must walk a considerable distance.

C. Explanation:

The boy's reading skill inadequacy places him in a situation of heightened communication and he is therefore desirous of an understanding of the feelings and needs of another child with a vastly different life style than himself.

2. CATEGORY:

Student realized that the feelings, needs and motivations of others have as much significance to them as his do to him.

3. AREA:

Student showed the capability of open-minded understanding of the feelings and needs of other persons.

4. GOAL:

Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural, ethnic, and intellectual groups different from his own.

INDIVIDUAL ACTIVITY

The following activity will give you practice in applying the critical incident technique. You may find it helpful to refer to the preceding examples.

A sample critical incident form is provided below. Read the goal and follow the guideline questions.

SAMPLE TEACHER/STUDENT CRITICAL INCIDENT FORM

GOAL: Education should help every child acquire a positive attitude toward school and toward the learning process.

Think of a recent occasion when you observed a student do something which reflected this goal.

GUIDELINE QUESTIONS

What was the student's grade level? _____

(Setting) What were the circumstances under which this occurred?

(Student Behavior) Just what did the student do?

(Explanation) How did this incident show that the student understood himself and appreciated his own worth?

GROUP ACTIVITY

Upon completion of the critical incident form, divide into groups of 3 and as a group assist each other in developing a category and area for each person's critical incident.

Write statements for category and area below.

1. Category:

2. Area:

3. Goal: Education should help every child acquire a positive attitude toward school and toward the learning process.

Now refer back to your Critical Incident Form and compare your statements with the sequence of the Flow Chart. This will permit you to check for consistency and relationship among statements.

FLOWCHART

The Critical Incident Technique serves to define the desired outcomes of a current guidance program. Once this is done, the current status of students, and thus of the guidance program, relative to those desired outcomes can be assessed.

PROGRESS CHECK

Read each question carefully and select the most appropriate answer(s). When you have completed the Progress Check, compare your answers with the key at the end. Finally, complete the pages identified to the left of any question you missed or about which you desire more information.

What Do I Do?

1. From the assessment methods listed, identify those that are examined in this training packet. (p. 20)

   _____A. Taylor's Tabulation System

   _____B. Opinion Survey

   _____C. Critical Incident Technique

   _____D. Carter's Technique

   _____E. All of the above

2. The method which provides a systematic way to collect and record observable behaviors is: (pp. 34-38)

   _____A. Opinion Survey

   _____B. Critical Incident Technique

   _____C. Follow-up Study

_____D. Daily Counselor Log

_____E. None of the above

3. Two methods are reported to be very similar in design and construction. These are: (p. 24)

_____A. The Mesa Assessment

_____B. Follow-up Study

_____C. Critical Incident Technique

_____D. Opinion Survey

_____E. None of the above

4. Surveys have common elements or sections to them. Identify those elements listed that are found in most surveys. (p. 22)

_____A. Author

_____B. Format

_____C. Copyright

_____D. Question construction

_____E. Reliability design

ANSWER KEY

1. B, C
2. B
3. B, D
4. B, D

THE MESA APPROACH

This section will be devoted to the step by step procedures necessary in conducting a current guidance program assessment, using the Mesa Approach.

OBJECTIVES

first step

The initial step involves listing by priority the objectives that are desired to be achieved. While there are some common goals that most everyone would agree are important, there are no doubt others that are related directly to your district or school that should also be included. The list that follows shows some sample objectives that could be considered typical:

prioritize objectives

1. Determine the percent of time spent in student-counselor related activities and show a percentage breakdown for each area (e.g., academic learning, counseling, educational-vocational counseling, interpersonal and intrapersonal counseling).

2. Determine the percent of time spent in non-student counselor related activities and show a percentage breakdown for each area (e.g., school support activities, teacher-staff counseling, and community activities).

3. Determine the percent of time spent in activities that do not appear to be guidance related (e.g., staff committees, substitute teaching, chaperonage and/or sponsorship of student clubs, dances, etc.).

Added to these could be areas unique to your district or school, such as:

4. Determine the numbers of students who seek counselor help on their own initiative and the numbers who are directed to see the counselor.

5. Given an attitude survey, what percentage of the students who have worked with the counselors feel they have been helped to a significant degree?

SELECTION OF RESEARCH STAFF

second step

The second step should involve a decision relative to the person or persons who can best carry out the job of gathering data on counselor activities.

select staff

Two alternatives are:

1. Your own counseling staff which could accomplish this task without too much time loss or inconvenience. A sample instrument which could be used for this purpose will be examined in this section.

2. Independent analysts who could be employed to survey the actual day to day happenings of the guidance program.

Each of these alternatives has some merit, but alternative one would probably be the fastest and most economical to use because of the ability of your own staff to perform these functions during the school day. Alternative two would be more costly, but would probably be done more efficiently than alternative one. It would also be done with the least amount of work time loss since the contracted agency would have the responsibility for devising, conducting, interpreting, and reporting the survey.

ASSESSMENT INSTRUMENT (DESCRIPTION)

third step

The third step in the Mesa Public Schools' approach is to administer the current status assessment instrument and from the results identify the present purposes and activities of the guidance program. This makes it possible to ascertain which activities currently receive the most attention. Each counselor involved in the current program assessment should be thoroughly familiar with (1) the goals of the assessment,

(2) the instrument to be used, (3) the procedures for using the instrument, (4) the time limits for compiling the data, and (5) who is responsible for receiving the data. It is suggested that each counselor be given a proper orientation involving the use and the value of a current assessment so that a full-hearted rather than a half-hearted effort results. Needless to say, unless adequate support is given to a project of this nature, the data that is compiled may not be a true representation of the current program in your district and what finally emerges as the recommended program may not be what the majority would want or be willing to accept.

During the assessment, counselors complete charts showing how their time is being used by approximating in percentages the amount of time spent during a complete school year in various areas of counseling. They indicate the types of activities that are used in attempting to help young people meet their needs. These outcomes and activities are categorized in the same four areas as are the desired student outcomes: academic learning, educational-vocational; interpersonal; and intrapersonal. Additional categories such as registration, clerical tasks, attendance concerns, in-service training, supervising clubs, etc., have to be added to encompass duties presently assigned to counselors.

SIMULATION

COUNSELING SERVICES OBJECTIVES AND ACTIVITIES

The next few pages deal with a Simulation Activity involving a portion of the Mesa Assessment Instrument. For this Simulation Activity your careful assessment is needed of: (1) the objectives and, (2) the activities currently included in the counseling program of your district.

The main issue involves defining what "Counseling": (1) is, and (2) could/should be in your school or school district. This question must be investigated before a comprehensive guidance, counseling and placement model can be designed for your district.

To indicate the depth of the assessment instrument, one of the four areas (Interpersonal) is presented in this section. The entire instrument can be found in the Appendix and should be completed in its entirety if you are interested in the in-depth approach to the instrument use and/or, if you are interested in completing the Optional Individual Activity dealing with current and recommended program examples and priorities found on pages 58 and 59 Should your district desire to use this approach, the complete document should be reviewed by all counselors and key decision makers in your district.

SECTION A

Assume that you are a counselor in your district and that all your day activities (except if you teach a class other than a guidance course or have administrative duties) can be categorized as some type of "counseling." Listed below are four areas of such activities. Based upon knowledge of the guidance program in your district, respond to the activities:

First, in the left hand column, add to the list any other activities you think are "counseling" related.

Second, in the right hand column, estimate the percentage of your time (during the current school year) you devote to each area of activity (the four already listed and any you add).

Note: Your percentages should total 100%.

Areas of Counseling Activities	Percentage of Current Time in Each Area
1. Interpersonal counseling: assisting students to get along better with others.	_____
2. Academic-Learning counseling: helping students to learn better in school and elsewhere; helping them improve their study skills and habits.	_____
3. Intrapersonal counseling: facilitating students to feel better about themselves as individuals.	_____
4. Educational-Vocational counseling: helping students plan better both their current and future schooling and work.	_____
5. Registration	_____
6. Schedule changes	_____
7. _____	
_____	_____
8. _____	
_____	_____
TOTAL COUNSELING TIME	100%

SECTION B

Look at your response to the first area, Interpersonal Counseling, in Section A.

Record here the same percentage you listed for the area: _____%

Listed below are counseling objectives for this area. Each of these objectives can be rewritten in a more detailed, measurable form.

First, read all the objectives.

Second, if you think this list does not cover all your interpersonal counseling efforts, add any objectives which you believe will help students achieve in this area.

Third, pick out the objectives which indicate the types of specific Interpersonal counseling assistance you have provided to students during the current year. Opposite each objective, write the amount of time (out of the percentage you noted above) that activity received.

Once again, indicate time in percentages and have your percentages total 100%.

Interpersonal Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
1. To assist students to speak up for themselves more--to be more assertive when the occasion demands	_____
2. To assist students to be needed--to have friends who need their help	_____
3. To assist students to know the things about themselves that "bug" others.	_____
4. To assist students to decide if they want to change the things about themselves that "bug" others.	_____
5. To assist students to be less sensitive and less hurt by what others do and say about them.	_____
6. To assist students to solve problems they have with their parents better.	_____
7. To assist students to solve their boy friend/girl friend problems better.	_____

Interpersonal Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
8. To assist students to solve the problems they have with their teachers.	_____
9. To assist students to be less bossy with others.	_____
10. To assist students to help others use their talents better.	_____
11. To assist students to be a more sharing and trusting person with others.	_____
12. To assist students to be more friendly and relaxed with boys/girls.	_____
13. To assist students to have at least one person they can be close with.	_____
14. To assist students to be better listeners and more responsive to the feelings and needs of others.	_____
15. To assist students to increase the times when they help others.	_____
16. To assist students to express their thoughts and feelings to others more openly and freely.	_____
17. To assist students to accept criticism better.	_____
18. To assist students to work better with people who "bug" them.	_____
19. To assist students to know more about the needs and feelings of others.	_____
20. To assist students to be less controlled by others--to have more control themselves.	_____
21. To assist students to be more responsible for the things they do with a group of friends or classmates.	_____

Interpersonal Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
22. To assist students to be more involved as a member of groups.	_____
23. To assist students to have more confidence so they can be at ease with other people.	_____
24. To assist students to let others say how they feel about things.	_____
25. To assist students to improve their ability to develop relationships with others and to have more friends.	_____
26. To assist students to know how people feel about them.	_____
27. To assist students to stop worrying about what other people think about them.	_____
28. To assist students to be less aggressive and hostile toward others.	_____
29. To assist students to be less afraid when meeting people for the first time.	_____
30. To assist students to use better judgment when trusting other people.	_____
31. To assist students to judge others less.	_____
32. To assist students to have more contact with other ethnic groups.	_____
33. To assist students to laugh more and to be more relaxed with other people.	_____
34. To assist students to be better able to give and to take love from others.	_____
35.	_____
36.	_____

List below the counseling "things" (activities, actions, strategies) you do with students (individually, small groups, classes, etc.) in order to help them achieve the outcomes identified in objectives listed in Section B. An example of an activity follows:

... meet with students individually to assist them with resolving personal problems.

NOTE: (This page will appear later in package as an activity.)

Interpersonal Counseling Activities	Numbers of Objectives Related to Each Activity

GROUP ACTIVITY

Divide into groups of 3 and list at least 5 counseling activities you do with students (individually, small groups, classes, etc.) in order to help them achieve the outcomes identified in objectives listed in Section B. (pp. 48-51). As a group, discuss and list appropriate strategies for implementing these activities. Also identify the numbers of the objectives in Section B. related to each activity and place them in the column provided. Examples of activities follow:

... meet with students individually to assist them with resolving personal problems.

... conduct a small group class to assist in getting along better at home.

Interpersonal Counseling Activities	Numbers of Objectives Related to Each Activity
Meet with students individually to assist them with resolving personal problems.	#'s 2, 3, 4, 5, 8, 13, 25, 34
Conduct a small group class to assist in getting along better at home.	#'s 3, 6, 14, 17, 19, 34

Interpersonal Counseling Activities	Numbers of Objectives Related to Each Activity

GATHERING AND COMPILING THE DATA

fourth step

The fourth step is to gather and compile the data. It is suggested that a task force of three or four people be appointed to compile the data from the completed assessment instruments. If counselors could be used for this assignment, time may be saved since they would already be familiar with the instrument. If involving counselors is not feasible or desirable, one person must be designated to become familiar with the process in order to carry on the work himself or to supervise others who may work with him.

appoint task force

The steps that follow detail the procedures involved in processing the instrument data for the Interpersonal area. Each of the other areas would require the same set of directions for processing the data.

tabulation instructions

1. Tabulate the responses given in the "Areas of Counseling Activities" on page 47 (Mesa Instrument) by doing the following:

    a. Record from each counselor's paper the percent responses for #1, Interpersonal Counseling, by listing them in a column.

    b. Add the percentages in the column and divide by the number of entries to get the average percent for this area. This figure represents the average percent of time spent by the counselors in your district on matters related to this area.*

    c. Repeat steps a & b for #'s 2-6 inclusive of the areas of counseling activities.

*These percentage figures can be added and an average computed by dividing because the time involvement of each counselor is considered constant. Any diviation from this will require different instructions furnished upon request.

d. For any additional areas that are listed, an estimate of their significance will need to be made based on 1) the frequency of responses and 2) the percentage of time shown for a given activity. For example, if "Orientation of New Students" is identified as another area of counseling activity and out of sixty counselors in the district, twenty indicate 5-10% or more of their time is spent in this area, then this area would be one to report as important in the current assessment.

2. Examine page 51, "Interpersonal Counseling Activities" and do the following:

   a. Tabulate the amount of times each number objective in the interpersonal area is placed in the column titled, "Numbers of Objectives Related to Each Activity."

   b. List these numbered objectives in rank order from the one receiving the highest frequency of responses to the lowest in response.

   c. Determine a cut off point in this rank order of objectives below which you are not interested in examining further.

   d. List for each numbered objective above the cut off point those activities mentioned by counselors that are being used to deliver on the objectives.

   e. Analyze the statements representing activities for a numbered objective and combine as many as possible that are similar or the same so that all that is left is a composite of the activities counselors are using district wide to deliver on the objectives that are considered the most important in the interpersonal area.

3. Complete steps a-e (inclusive)--Academic-Learning, Interpersonal, and Educational-Vocational for which objective statements are supplied. (See Appendix)

4. Circulate among the district counseling staff those activities that are synthesized from each of the four counseling areas, viz., interpersonal, academic learning, intrapersonal, and educational vocations so that new ideas and approaches can be exposed to others.

ANALYSIS OF RESULTS AND RECOMMENDATIONS

fifth step

analyze results and make recommendation

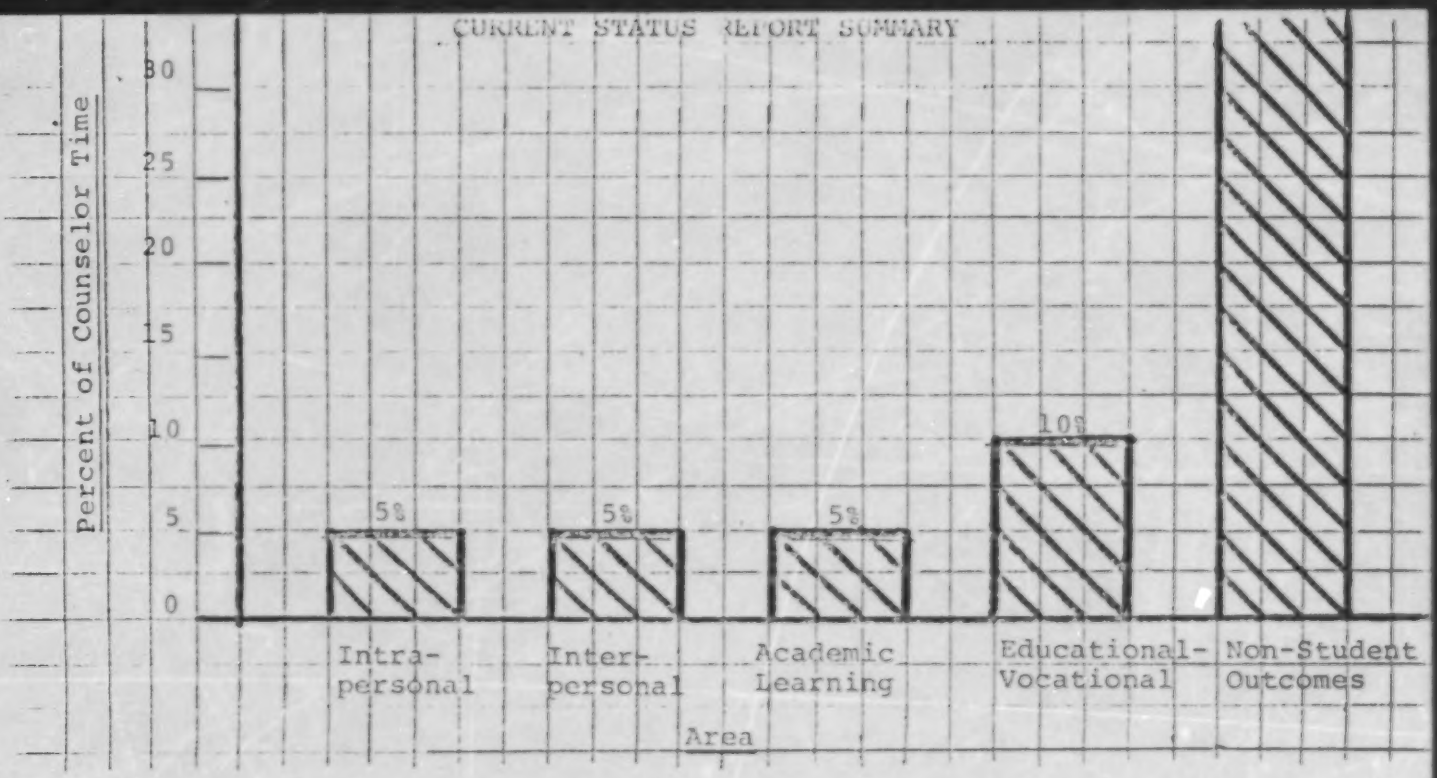
The fifth step is to analyze the results and make recommendations. After the instrument is administered, the data from counselors are combined to give a profile of how counseling time is spent at the elementary, junior high, and high school levels.

These percentages are an important part of the baseline data collected in Mesa since they constitute a basis for comparing the current status with the desired status and outcomes of guidance programs.

The chart below serves as an example of how the data is summarized.

CURRENT HIGH SCHOOL PROGRAM SUMMARY

I.	Academic Learning counseling -- helping students to learn better in school and elsewhere; helping them improve their study skills and habits	5%
II.	Educational-Vocational counseling --helping students plan better both their current and future schooling and work	10%
III.	Interpersonal counseling --assisting students to get along better with others.	5%
IV.	Intrapersonal counseling --facilitating students to feel better about themselves as individuals	5%
V.	Conducting student registration--schedule changing and orientation	66%
VI.	Handling attendance concerns	5%
VII.	Conducting and receiving in-service training	3%
VIII.	Supervising clubs	1%



When counselor planning groups in Mesa compared the results of the Desired and Current Status Assessments, they found discrepancies which they resolved to eliminate. Their recommendations for improvements were expressed in the form of goal statements. These statements specify in a general way the student outcomes upon which the implemented Mesa program focused. The tasks for your district would be the same.

Additional information on program implementation is available in the package, Determining Program Goals and Objectives.

INDIVIDUAL ACTIVITY (OPTIONAL)

This activity should be completed only by those who have worked through the entire instrument found in the Appendix.

Complete the blank chart provided on the next page by identifying six areas in which counselors currently spend their time and by listing the three top priorities of current time usage.

Below is an example based on an actual senior high assessment.

EXAMPLES

RANK	CURRENT PROGRAM	%
1	Registration	66
2	Educ.-Vocational	10
3	Interpersonal	5
4	Intrapersonal	5
5	Academic	5
6	Other	9
	TOTALS	100

RANK	RECOMMENDED PROGRAM	%
1	Intrapersonal	40
2	Educ.-Vocational	30
3	Interpersonal	20
4	Academic	10
5	Registration	0
6	Other-miscellaneous	0
	TOTALS	100

In the example at the left (above) notice that the majority of time is spent with registration problems while the chart at the right indicates that this is not what counselors desire or feel is needed to provide an adequate guidance program.

For the purpose of this training package, your task will involve determining the current program only. The recommended program will result after the desired outcomes assessment and the current program assessment are completed, the data from both assessments analyzed and priorities set. This information will be given in the training package entitled Determining Program Goals and Objectives.

In the blank chart below, identify six areas in which counselors currently spend their time. (Use the information from the Mesa instrument.)

RANK	CURRENT PROGRAM	%
1		
2		
3		
4		
5		
6		
	TOTALS	100%

To summarize the activity, list the three top priorities (timewise) from the current program in the chart provided below.

Top Three Priorities	%
1.	
2.	
3.	
TOTAL	

In the above activity you have compiled information useful in assessing a current guidance program using the Mesa Instrument as a guide. When a similar assessment is done for an entire school district with all counselors involved, additional instructions are needed to show the procedures necessary to prepare and report the results in final draft form. The next few pages will be devoted to these tasks.

PREPARING AND REPORTING THE RESULTS

final step

The final step is to present the results of the assessment. One of the first and probably the prime consideration in preparing and reporting the results involves for whom the report is to be written. For example, if counselors are to be the main target for data dissemination, a different type of report may be needed than if the school board is to be the primary recipient. If the report is written for in-district personnel, the format and procedures used to portray the information may need to be more comprehensive than a report sent out of district to interested educators. If different types of professional people are to be served by the same report, then consideration will need to be given to having content material that will be useful to all who use the information in a professional way. Determining the scope of the report, then, is probably the first step.

consider audience

determine purpose

A second consideration involves the purpose of the report. A natural question would be, "Why is the report to

be written?" Is it to be used only to convey information? Is it to be used to justify the current program? Should the report be used to opt for new programs? In short, is the paper only going to present facts about the current program in guidance, or is it going to attempt to sell a new type of program to the reader? What your answers are will help to determine the purpose, and thereby to a large degree, the content of the report.

A final concern deals with the techniques of conveying information and is related not only to the preparing of the draft, but also to the reporting of the information contained therein. Some ideas for presenting this data are:

select reporting techniques

1. Graphs of different kinds such as bar, pie, line, etc.
2. Measures of central tendency.
3. Cartoon characters in various forms.
4. Photographs.
5. Slide/tape presentation.
6. Overlays and transparencies.
7. Regular written reports or various combinations of the ideas presented above and written reports.

In summary, the tasks of preparing and reporting the findings of the assessment must be prefaced by some essential groundwork such as 1) determining the scope of the report based on those who will use the information, 2) the purpose to be served by the paper, and 3) the choice of techniques used to portray and report the information. Making wise decisions concerning these components of the

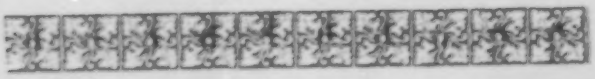
draft should reap some benefits in terms of adequate preparation and reporting of the findings of the assessment.

SUMMARY

By completing this training package, information and experience have been gained concerning why a current guidance program assessment is needed, how the assessment can be conducted, and, what use can be made of the data after it is obtained.

Various methods of current guidance program assessment have been presented herein, with the Mesa Approach being given in detail. It is hoped that the devices shown will be of significant help to those who are seriously considering a current assessment. Please remember, however, that by mentioning these methods of assessment, it is not intended to imply that the supply has been exhausted.

Additional references are cited in the "Further References" section should you wish to pursue your study of Current Guidance Program Assessment in greater depth.



PROGRESS CHECK

Read each question carefully and select the most appropriate answers. When you have completed the Progress Check, compare your answers with the key at the end. Finally, complete the pages identified for any question you missed or about which you desire more information.

1. The initial step in current program assessment is listing the: (p. 43)

   _____A. Procedures

   _____B. Recommendations

   _____C. Results

   _____D. Objectives

   _____E. None of the above

2. Two suggestions are given relative to who can best collect the needed data of the current assessment instrument. (p. 44).

   _____A. The counseling staff

   _____B. The administrative staff

   _____C. The teaching staff

   _____D. A student committee

   _____E. None of the above

3. Which of the alternatives pertaining to the gathering of data is considered to be the least expensive? (p. 44)

   _____A. Independent Analysts

   _____B. Follow-up studies

   _____C. Critical Incident Technique

   _____D. Counselors in your school

   _____E. None of the above

4. In the Mesa Approach* the instrument makes use of which of the following: (47-53 and Appendix)

   _____A. Interviews

   _____B. Follow-up studies

*Mesa Public Schools, Mesa, Arizona

_____C. True-False exam

_____D. Time usage charts

_____E. All of the above

ANSWERS

4. D

3. D

2. A

1. D

APPLICATION PROCEDURES

All responses in this section should be appropriate to your own setting. The questions are designed to help you think through the factors and problems that should be considered so that you can actually conduct your own current guidance program assessment. Jot down any responses, examples, or guidelines you can think of for each.

1. Is an assessment of your current guidance program needed? What arguments could be made for conducting an assessment? For not conducting an assessment?

2. What about support for conducting an assessment? Would the counseling staff support it? Will the administration support it? Will it make any difference in educational programs and to students if you do conduct it?

3. What are the objectives (outcomes) that you want to achieve by conducting an assessment of the current program? Are there objectives written? Do the objectives have at least consensus support?

4. Who will be involved in deciding how the assessment will be conducted? What personnel will conduct and gather the data? What assessment instrument(s) will be used?

5. What are the plans for receiving, tabulating, interpreting, and reporting the data?

6. Has a task force been established to make recommendations based upon the data received?

POST ASSESSMENT

1. List three reasons why an assessment of a current guidance program is needed. (pp. 16-17)

   A.

   B.

   C.

2. Identify three different methods of assessing a current guidance program and give a brief description of each method. (pp. 21-38)

   A.

   B.

   C.

3. List two objectives that were presented as desired outcomes to be achieved in the Mesa Approach. (p. 43)

   A.

   B.

4. The Mesa Approach presented six steps in the process of assessing a current guidance program. List these six steps in the spaces below. (pp. 43-62)

   A.

   B.

   C.

   D.

   E.

   F.

5. From your recall of the data gathered from the Mesa Approach, Individual Activity, identify six areas in which counselors in your district presently spend their time as listed in the curren program. (p. 59)

   A.

   B.

   C.

   D.

   E.

   F.

6. Again, from your recall of the data gathered from the Mesa Approach, Individual Activity, list the three top priorities (timewise) from the current program. (p. 59)

   A.

   B.

   C.

POST ASSESSMENT FEEDBACK

1. List three reasons why an assessment of a current guidance program is needed. (pp. 16-17)

   A. To determine the strength of the present guidance program.

   B. To investigate the concerns expressed by students and staff relative to its efficiency.

   C. To evaluate the non-guidance functions that dominate counselor time.

2. Identify three different methods of assessing a current guidance program and give a brief description of each method. (pp. 21-38)

   A. The Opinion Survey--A method making use of an oral interview or questionnaire instrument that usually contains elements invclving: planning, cover material format question construction, and data presentation and interpretation.

   B. The Follow-Up Study--An instrument, usually in written form, that assesses student opinion relating to achieving guidance or school department goals. Very similar to the Opinion Survey, but usually longer and more comprehensive.

   C. Daily Counselor Log--An instrument used to record and classify counselor time usage.

   D. Critical Incident Technique--An instrument that makes use of recalled, written, and collected data that focuses on incidents or happenings that are related in a positive or negative way to a predetermined goal.

   E. Mesa Approach*--A method making use of a survey contrasting current counselor duties and experiences in time percentages with desired schedule, considering most cost-efficient procedures and programs.

3. List two objectives that were presented as desired outcomes to be achieved in the Mesa Approach. (p. 43)

   A. To determine the percent of time spent in student-counselor related activities and show a percentage breakdown for each area.

   B. To determine the percent of time spent in non-student counselor related activities and show a percentage breakdown for each area.

*Mesa Public Schools, Mesa, Arizona

4. The Mesa Approach presented six steps in the process of assessing a current guidance program. List these six steps in the spaces below. (pp. 43-62)

   A. Objectives

   B. Selection of staff

   C. Assessment instrument

   D. Analysis of results and recommendations

   E. Gathering and compiling the data

   F. Preparing and reporting the results

5. From your recall of the data gathered from the Mesa Approach, Individual Activity, identify six areas in which counselors in your district presently spend their time as listed in the current program. (p. 59)

   A. Interpersonal

   B. Academic Learning

   C. Intrapersonal

   D. Educational-Vocational

   E. Registration

   F. Other-Miscellaneous

6. Again, from your recall of the data gathered from the Mesa Approach, Individual Activity, list the three top priorities (timewise) from the current program. (p. 59)

   A. Intrapersonal

   B. Educational-Vocational

   C. Interpersonal

REFERENCES

For additional information on assessment consult the following references:

Fitzgerald, Peter. Assessing the Perceived Educational Needs of Students. Education, Vol. 92, No. 3 (Feb.-Mar., 1972), 13-14.

Kaufman, Roger and J. Richard Harsh. Determining Educational Needs--An Overview. U.S.O.E., 1969. ERIC, ED 039-631.

Popham, W. James. Educational Needs Assessment in the Cognitive, Affective, and Psychomotor Domain. Center for the Study of Evaluation, U.C.L.A. 1969. 7pp.

Wardrop, J. Towards a Broader Concept of Educational Assessment. ERIC, ED 060-062.

For additional information on opinion surveys, consult the following references:

Cramer, Stanley. "The Opinion Survey As a Research Technique" Research Guidelines For High School Counselors. New York: College Entrance Examination Board, 1966.

Educational Needs Assessment. Iowa City: Westinghouse Learning Corporation, 1973.

Priority Counseling Survey. Los Angeles: Educators Assistance Institute, 1972.

1968 Needs Assessment, Santa Clara County Project to Advance Creativity In Education. San Jose: Supplementary Education Center, 1968.

This is a report from an actual assessment, explaining methodology, data analysis, interpretation, and recommendations.

For additional information on follow-up studies consult the following references:

Hansen, James C. and Herr, Edwin L. "The Follow-Up Study" Research Guidelines for High School Counselors. New York: College Entrance Examination Board, 1966.

Jacobs, James R. Effective Follow-Up Study Procedures. The Guidance Clinic. October, 1973, 1-3.

For additional information on the critical incident technique consult the following references;

Flanagan, John C. "The Critical Incident Technique" Psychological Bulletin, 1954, 51, 327-358

Jung, S. M. "Evaluative uses of unconventional measurement techniques" California Educational Research Journal. 1971, 22, 48-57.

Other references:

Stinzi, Vernon L., and Hutcheon, William R. "We Have a Counselor Problem--Can You Help Us?" The School Counselor. XIX (May, 1972)

APPENDIX

THE MESA ASSESSMENT INSTRUMENT

COUNSELING SERVICES OBJECTIVES AND ACTIVITIES

DEVELOPING GUIDANCE, COUNSELING

AND PLACEMENT PROGRAMS

CURRENT GUIDANCE

PROGRAM ASSESSMENT

THE MESA ASSESSMENT INSTRUMENT

COUNSELING SERVICES OBJECTIVES AND ACTIVITIES

The next pages deal with the complete assessment instrument. This section is to provide a first draft of a document for review by all counselors and key decision makers in your district. We need your careful assessment of: (1) the objectives and (2) the activities currently included in the counseling program of your district.

The main issue involves defining what "counseling": (1) is, and (2) could/should be in your school or school district. This question must be investigated before a comprehensive guidance, counseling and placement model can be designed for your district.

Mesa Public Schools, in cooperation with the Youth Development Research Program, American Institutes for Research, Palo Alto, California.

SECTION A

Assume that you are a counselor in your district and that all your day activities (except if you teach a class other than a guidance course or have administrative duties) can be categorized as some type of "counseling." Listed below are four areas of such activities. Based upon your knowledge of the guidance program in your district, respond to the activities.

First, in the left hand column, add to the list any other activities you think are "counseling" related.

Second, in the right hand column, estimate the percentage of your time (during the current school year) you devote to each area of activity (the four already listed and any you add).

Note: Your percentages should total 100%

Areas of Counseling Activities	Percentage of Current Time in Each Area
1. Interpersonal counseling: assisting students to get along better with others.	____
2. Academic-Learning counseling: helping students to learn better in school and elsewhere; helping them improve their study skills and habits.	____
3. Intrapersonal counseling: facilitating students to feel better about themselves as individuals.	____
4. Educational-Vocational counseling: helping students plan better both their current and future schooling and work.	____
5. Registration	____
6. Schedule changes	____
7.	____
8.	____
TOTAL COUNSELING TIME	100%

SECTION B

Look at your response to the first area, Interpersonal counseling, in Section A.

Record here the same percentage you listed for the area: _____%

Listed below and on the next page are counseling objectives for this area. Each of these objectives can be rewritten in a more detailed, measurable form.

First, read all the objectives.

Second, if you think this list does not cover all your interpersonal counseling efforts, add any objectives which you feel will help students achieve in this area.

Third, pick out the objectives which indicate the types of specific Interpersonal counseling assistance you have provided to students during the current school year. Opposite each objective, write the amount of time (out of the percentage you noted above) that activity received.

Once again, indicate time in percentages and have your percentages total 100%.

Interpersonal Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
1. To assist students to speak up for themselves more--to be more assertive when the occasion demands.	_____
2. To assist students to be needed--to have friends who need their help.	_____
3. To assist students to know the things about themselves that "bug" others.	_____
4. To assist students to decide if they want to change the things about themselves that "bug" others.	_____
5. To assist students to be less sensitive and less hurt by what others do and say about them.	_____

Interpersonal Counseling Objectives	Percentage of Current Time (out of the above 3) in Each Activity
6. To assist students to solve problems they have with their parents better.	
7. To assist students to solve their boy friend/girl friend problems better.	_____
8. To assist students to solve the problems they have with their teachers.	_____
9. To assist students to be less bossy with others.	_____
10. To assist students to help others use their talents better.	_____
11. To assist students to be a more sharing and trusting person with others.	_____
12. To assist students to be more friendly and relaxed with boys/girls.	_____
13. To assist students to have at least one person they can be close with.	_____
14. To assist students to be better listeners and more responsive to the feelings and needs of others.	_____
15. To assist students to increase the times when they help others.	_____
16. To assist students to express their thoughts and feelings to others more openly and freely.	_____
17. To assist students to accept criticism better.	_____
18. To assist students to work better with people who "bug" them.	_____
19. To assist students to know more about the needs and feelings of others.	_____
20. To assist students to be less controlled by others--to have more control themselves.	_____

Interpersonal Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
21. To assist students to be more responsible for the things they do with a group of friends or classmates.	_____
22. To assist students to be more involved as a member of groups.	_____
23. To assist students to have more confidence so they can be at ease with other people.	_____
24. To assist students to let others say how they feel about things.	_____
25. To assist students to improve their ability to develop relationships with others and to have more friends.	_____
26. To assist students to know how people feel about them.	_____
27. To assist students to stop worrying about what other people think about them.	_____
28. To assist students to be less aggressive and hostile toward others.	_____
29. To assist students to be less afraid when meeting people for the first time.	_____
30. To assist students to use better judgment when trusting other people.	_____
31. To assist students to judge others less.	_____
32. To assist students to have more contact with other ethnic groups.	_____
33. To assist students to laugh more and to be more relaxed with other people.	_____
34. To assist students to be better able to give and to take love from others.	_____

List below the counseling "things" (activities, actions, strategies) you do with students (individually, small groups, classes, etc.) in order to help them achieve the outcomes identified in objectives listed in Section B. An example of an activity follows:

... meet with students individually to assist them with resolving personal problems.

Interpersonal Counseling Activities	Numbers of Objectives Related to Each Activity

SECTION C

Look at your response to the second area, Academic-Learning Counseling, in Section A.

Record here the same percentage you listed for that area _____%

Listed below and on the next page are counseling objectives for this area. Each of these objectives can be rewritten into a more detailed, measurable form.

First, read all the objectives.

Second, if you think this list does not cover all your Academic-Learning counseling efforts, add any objectives which you feel will help students achieve in this area.

Third, pick out the objectives which indicate the types of specific Academic-Learning counseling assistance you have provided to students during the current school year. Opposite each objective, write the amount of time (out of the percentage you noted above) that activity received.

Once again, indicate time in percentages and have your percentages total 100%.

Academic-Learning Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
1. To assist students to improve their memory.	_____
2. To assist students to read faster.	_____
3. To assist students to improve their understanding of what they read.	_____
4. To assist students to improve their ability to concentrate.	_____
5. To assist students to improve their penmanship skills.	_____
6. To assist students to improve their speaking skills.	_____
7. To assist students to improve their note-taking skills.	_____
8. To assist students to improve their listening skills.	_____

Academic-Learning Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
9. To assist students to learn to listen and take notes at the same time.	_____
10. To assist students to improve their vocabulary.	_____
11. To assist students to do better in observing things happening around them.	_____
12. To assist students to improve their understanding of what they see.	_____
13. To assist students to develop a study schedule and follow it.	_____
14. To assist students to know how to study better.	_____
15. To assist students to get assignments in on time.	_____
16. To assist students to improve the quality of their assignments.	_____
17. To assist students to be more creative in class assignments.	_____
18. To assist students to improve the way they write about important ideas they have read or developed.	_____
19. To assist students to participate more in class discussions.	_____
20. To assist students to become more comfortable when giving information or speaking in class.	_____
21. To assist students to improve their test-taking skills.	_____
22. To assist students to be less nervous in taking exams or tests.	_____
23. To assist students to understand how each teacher grades them.	_____

Academic-Learning Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
24. To assist students to understand how they are progressing in each class and how they can improve their work.	_____
25. To assist students to worry less about their grades.	_____
26. To assist students to try ways of improving their grades.	_____
27. To assist students to talk to others and to discuss how they really feel about school.	_____
28. To assist students to decide if their feelings about school prevents them from doing well.	_____
29. To assist students to improve their work so they work at least up to their ability in school.	_____
30. To assist students to overcome their feelings of boredom in class by finding the parts of their school work in which they can become interested.	_____
31. To assist students to increase their ability to work in tough situations--where there are deadlines, competition, and failure possiblities.	_____
32. To assist students to have more opportunities to see their teachers for help before and after school.	_____

List below the counseling "things" (activities, actions, strategies) you do with students (individually, small groups, classes, etc.) in order to help them achieve the outcomes identified in objectives listed in Section C. An example of an Activity follows:

... help instruct a class in which students learn more effective study habits.

Academic-Learning Counseling Activities	Numbers of Objectives Related to Each Activity

SECTION D

Look at your response to the third area, Intrapersonal Counseling, in Section A.

Record here the same percentage you listed for that area: _____%

Listed below and on the next pages are counseling objectives for this area. Each of these objectives can be rewritten in a more detailed, measurable form.

First, read all the objectives.

Second, if you think this list does not cover all your intrapersonal counseling efforts, add any objectives which you feel will help students achieve in this area.

Third, pick out the objectives which indicate the types of specific Intrapersonal counseling assistance you have provided to students during the current school year. Opposite each objective, write the amount of time (out of the percentage you noted above) that activity received.

Once again, indicate time in percentages and have your percentages total 100%.

Intrapersonal Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
1. To assist students to get in touch with their feelings and understand how feelings affect their behavior.	_____
2 To assist students to know more about themselves.	_____
3. To assist students to get less "up tight" when things go wrong.	_____
4. To assist students to have a more constructive way to express anger.	_____
5. To assist students to overcome their problems with drinking alcohol.	_____
6. To assist students to overcome their drug problems.	_____

Intrapersonal Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
7. To assist students to overcome a problem of overeating.	_____
8. To assist students to know what to do when they are with others who drink liquor.	_____
9. To assist students to know what to do when they are with others who use drugs.	_____
10. To assist students to eat the kind and amount of food that is best for them.	_____
11. To assist students to know more about the effects of drugs.	_____
12. To assist students to "let go" more--to have more fun.	_____
13. To assist students to be more satisfied with their lives, their achievements, and themselves.	_____
14. To assist students to earn more money.	_____
15. To assist students to save money for the things they need.	_____
16. To assist students in having someone to talk to when personal problems arise.	_____
17. To assist students to overcome "way out" thoughts.	_____
18. To assist students to set goals so they can stop drifting along with no particular purpose in life.	_____
19. To assist students to increase their ability to keep their promises.	_____
20. To assist students to work out their relationship to God and religion.	_____
21. To assist students to believe in some form of religion to which they can turn when things go wrong.	_____

Intrapersonal Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
22. To assist students to develop their own morals and values.	_____
23. To assist students to be more honest and real (less phony) persons to themselves and to others.	_____
24. To assist students to be more skillful in making decisions and solving problems.	_____
25. To assist students to stop feeling depressed.	_____
26. To assist students to stop worrying.	_____
27. To assist students to stop feeling guilty.	_____
28. To assist students to stop hating people.	_____
29. To assist students to feel less lonely.	_____

List below the counseling "things" (activities, actions, strategies) you do with students (individually, small groups, classes, etc.) in order to help them achieve the outcomes identified in objectives listed in Section D. Example of an Activity follows:

... conduct small group counseling to help students learn to express their thoughts and feelings more freely.

Intrapersonal Counseling Objectives	Numbers of Objectives Related to Each Activity

SECTION E

Look at your response to the fourth area, Educational-Vocational Counseling, in Section A.

Record here the same percentage you listed for that area: _____%

Listed below and on the next pages are counseling objectives for this area. Each of these objectives can be rewritten in a more detailed, measurable form.

First, read all the objectives.

Second, if you think this list does not cover all your Educational-Vocational Counseling efforts, add objectives which you feel will help students achieve in this area.

Third, pick out the objectives which indicate the types of specific Educational-Vocational counseling assistance you have provided to students during the current school year. Opposite each objective, write the amount of time (out of the percentage you noted above) that activity received.

Once again, indicate time in percentages and have your percentages total 100%.

Educational-Vocational Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
1. To assist students to understand their abilities, interest, and other characteristics.	_____
2. To assist students to know what various jobs are like and how their special talents and interests will help them to do these jobs.	_____
3. To assist students to set challenging educational and vocational goals related to their abilities/interests.	_____
4. To assist students to develop plans which will help them reach their educational and occupational goals.	_____
5. To assist students to feel that high school relates to life.	_____

Educational-Vocational Counseling Objectives	Percentage of Current Time (out of the above 8) in Each Activity
6. To assist students to know how the classes they take now fit their abilities, interests and goals.	_____
7. To assist students to get information about high school requirements for graduation.	_____
8. To assist students to know if college is essential to fulfill their goals.	_____
9. To assist students to learn more about requirements of colleges, universities, and other training opportunities.	_____
10. To assist students to plan an appropriate program of courses to take next quarter or next year.	_____
11. To assist students to have student-counselor-parent planning and progress conferences so both their parents and they know how well they are progressing toward their educational and vocational goals.	_____
12. To assist students to be able to see a counselor about problems involving planning for their educational and vocational future at the time the problems arise.	_____
13. To assist students to get information about scholarships, grants, loans, or work-study assistance.	_____
14. To assist students to know about national testing programs such as CEEB, PSAT, SAT, ACT, and NMSQT for college entrance and scholarships.	_____
15. To assist students to consider more than one alternative for what they should do after high school.	_____
16. To assist students to have written college and job recommendations from school people who know them well.	_____

Educational-Vocational Counseling Objectives	Percentage of Current Time (out of the above %) in Each Activity
17. To assist students to consider alternatives they have for completing their military obligation and possible results of these alternatives.	_____
18. To assist students to know what they would have to do to get a job that would interest them.	_____
19. To assist students to know and to understand the various job families and some of the jobs in them.	_____
20. To assist students to know how and where they can find occupational and educational information and guidance.	_____
21. To assist students to know what they can do now to prepare for work that they want to do in the future.	_____
22. To assist students to learn more about the nature of the world of work and what they can expect on the job.	_____
23. To assist students to explore in real life those vocational and educational opportunities which are relevant to their characteristics (e.g., talk to people in the community who work at certain jobs, talk to college representatives, or make visits to jobs and schools).	_____
24. To assist students to know how to perform well on job applications and interviews.	_____
25. To assist students to have actual on-the-job experience to know what it's like to be employed and to learn more about jobs.	_____
26. To assist students to be better prepared for a job after finishing high school.	_____
27. To assist students to know what jobs are available to them.	_____
28. To assist students to have more responsibility in school in order to function better in jobs in the "real world."	_____

List below the counseling "things" (activities, actions, strategies) you do with students (individually, small groups, classes, etc.) in order to help them achieve the outcomes identified in objectives listed in Section E. An example of an Activity follows:

... conference with individual students to help them select their next quarter's courses.

Educational-Vocational Counseling Objectives	Numbers of Objectives Related to Each Activity

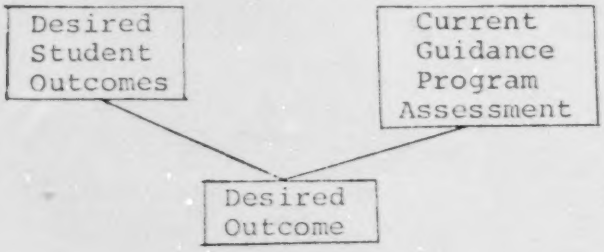
APPENDIX B

AUDIO VISUAL PRESENTATION

Current Guidance Program Assessment

Visual	Audio
1. Title Slide	1. Music: General background of conversation and general school activity sounds.
2. Objective Slide (Have two objective or themes shown)	2. Narrator: In the training package, two major themes will be developed: (1) The need for conducting a current assessment of a guidance program and (2) Methods used for the assessment.
3. Shot of Jackrabbit newspaper article showing counseling in disfavor.	3. Narrator: Dissatisfaction with counseling services has from time to time been felt and expressed by students.
4. Shot of student being interviewed regarding effect of counselor to him.	4. Narrator: Sr. High Student "Counselors never have time to help." "They're always too busy to care about my needs." "I hate having to wait for him all the time."
5. Shot of teacher being interviewed concerning value of counseling. (negative)	5. Staff members have also expressed grievances concerning counselors' functions. Their concept of counseling and what counselors do is often much different than how the counselor sees his role. Because of this different frame of reference, much confusion exists. "I'll tell you this much--no student of mine goes to the counselor. I can take care of all his needs, why do I need the counselor?"
6. Shot of Counselor shown behind attendance desk.	6. The burdens of running an ever-demanding public school system has further entrenched the guidance professional with clerical duties and non-guidance activities.
7. Shot of Counselor supervising study hall.	7. The counselors inherent availibility has more often than not given him more supervisory duties rather than the necessary time to deal with student and staff needs.

	Visual		Audio
8.	Shot of counseling waiting room with many students waiting.	8.	Long lines of students with much missed class time is often seen.
9.	Shot of empty counseling office.	9.	Just how long students will wait to see a counselor cannot be predicted, but if very many visits go unfulfilled, the counseling office will soon look like this.
10.	Shot of dialogue between Principal and Superintendent regarding ills of counseling.	10.	"I am not certain of the necessity for several counselors in the first place." Couldn't we hire one more vice-principal and two secretaries and serve the same purpose. "I really feel strongly.....(fades)
11.	Show possible solutions with Counselor at desk with X across slide showing total elimination.	11.	Some have even suggested that the counselor has no necessary function at all in the school and truly should be eliminated entirely.
12.	Shot of Counselor supervising playground duty or lunch duty. (2 slides)	12.	So for the time being, many guidance professionals continue to fill in where convenience dictates. Supervision of the playground and lunch duty are common.
13.	Shot of Counselor as classroom teacher.	13.	Counselors also may serve as substitute teachers when financial limitations occur or as convenience dictates
14.	Slide-printed: Are there any other assessments?	14.	ARE THERE ANY OTHER SOLUTIONS TO THIS? Or, will Counselors become extinct?
15.	Slide showing Desired Student Outcomes Training Package.(cover)	15.	One of the first suggestions was presented in the previous training package that dealt with assessing Desired Student Outcomes.
16.	Picture of cover of Current Guidance Program Assessment Package.	16.	The next suggestion involves looking at your own guidance program as it exists now. The methods for doing this are covered in this training package.
17.	Slide showing titles: THE OPINION SURVEY THE FOLLOW-UP STUDY DAILY COUNSELING LOGS CRITICAL INCIDENT TECHNIQUE THE MESA APPROACH	17.	Some of the current guidance program assessment methods found in the training module are shown here.

Visual	Audio
18. Slide of person holding current assessment training package open to page where MESA APPROACH can be seen.	18. While each is discussed in some detail the MESA APPROACH is examined extensively in a step by step process.
19. Show instrument (close shot)	19. The instrument used to gather current assessment information is presented.
20. Show Counselor seated at desk being instructed in use of instrument.	20. As well as steps necessary in administering it.
21. Show several counselors at work as if tabulating results, etc.	21. Cathering, summarizing and analyzing the date.
22. Show three training packages. 	22. The next training package will bring together the results of the Desired Student Outcomes Assessment and the result of the Current Guidance Program Assessment and show how Desired Outcome can be identified.

APPENDIX C

STAFF TRAINING MODULE DESCRIPTIONS

1. Orientation

   Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15 - 20 hours to complete.

2. Assessing Desired Outcomes

   Presents various methods of planning and conducting a needs assessment as well as ways of summarizing, analyzing, and reporting the data. Requires 15 - 20 hours to complete.

3. Computer Assisted Reporting

   Provides a general knowledge of the process necessary to develop an effective Computer Information System and enables the participant to select the best approach for gathering and analyzing data from all available options, for a district's particular needs. Requires 10 - 12 hours to complete.

4. Current Guidance Program Assessment

   Provides an understanding of why a current guidance program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained. Requires 10 - 12 hours to complete.

5. Determining Program Goals and Objectives

   Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10 - 12 hours to complete.

6. Alternative Strategies

   Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12 - 15 hours to complete.

7. Groups and Group Leadership Skills

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12 - 15 hours to complete.

8. Planning Paraprofessional Programs

Provides the structure for the participant to plan, implement, and evaluate a paraprofessional school guidance program in his/her own setting. Also presents the history, development, and major issues involved in the utilization of paraprofessionals. Requires 12 - 15 hours to complete.